

# **2004 - 2005 NASDSE SATELLITE CONFERENCE SERIES:**

## **Supporting Quality Education for Students with Disabilities Through Innovation**

---

**MODERATOR: BILL EAST, EXECUTIVE DIRECTOR, NASDSE**

### **ENSURING APPROPRIATE ASSESSMENT FOR ALL STUDENTS WITH SPECIAL NEEDS**

**Wednesday, September 29, 2004**

**1:00 pm – 3:00 pm (ET)**

Assessing students with disabilities presents challenges to both general and special educators. The No Child Left Behind Act has intensified the need to provide quality, large-scale assessments that inform instruction. This conference will focus on strategies for assessing difficult-to-assess children who need alternate assessments or are considered to be “gap kids.” Ms. Quenemoen has extensive experience and expertise in providing technical assistance to states in these important areas. Strategies currently being utilized in states will be featured.

**Presenter:** Rachel Quenemoen  
Senior Research Fellow  
National Center on Educational Outcomes, University of Minnesota\

### **ADDRESSING THE NEEDS OF STUDENTS WITH LEARNING DIFFICULTIES THROUGH THE RESPONSE TO INTERVENTION (RTI) STRATEGIES**

**Wednesday, November 17, 2004**

**1:00 pm – 3:00 pm (ET)**

The reauthorization of IDEA will provide important flexibility for states in the identification of students eligible for special education. The majority of children currently in special education are in the Specific Learning Disability (SLD) category. Many educators question the current methods currently utilized to identify and assess children for SLD. However, research is underway that will provide important insights into a strategy known as Response to Intervention (RTI). The presenters will address the definition of RTI, current research, state and local models being used and specific experiences in developing a state model. The history of the identification process for SLD and current initiatives in this area will also be addressed.

**Presenters:** Stevan Kukic, Ph.D.  
Vice President of Professional Support and Sales  
Sopris West Educational Services

David Tilly, Ph.D.  
Coordinator of Assessment Services  
Heartland AEA 11 (IOWA)

Lana Michelson, Bureau Chief  
Bureau of Children, Family and Community Services  
Iowa Department of Education

# **2004 - 2005 NASDSE SATELLITE CONFERENCE SERIES:**

## **Supporting Quality Education for Students with Disabilities Through Innovation**

### **MATH INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

**Wednesday, March 16, 2005**

**1:00 pm – 3:00 pm (ET)**

The requirements of the No Child Left Behind Act not only include high expectations for achievement and accountability in reading, but in math and other subjects as well. While much focus has been given to reading, the same attention has not been given to math. The presenter will emphasize how changes in technology and learning theory have shaped new approaches to teaching and learning math. These new methods have to be tailored to meet the needs of students with disabilities. In this conference, Dr. Woodward will address current research and instructional strategies that ensure quality instruction and high outcomes in math for all students, including students with disabilities. The presenter has written and presented extensively in this area in the United States and other countries.

**Presenter:**           **John Woodward, Ph.D.**  
                                 **Distinguished Professor in the School of Education**  
                                 **University of Puget Sound**

### **ASSISTIVE AND UNIVERSALLY-DESIGNED INSTRUCTIONAL TECHNOLOGIES TO MEET THE NEEDS OF ALL LEARNERS**

**Wednesday, May 4, 2005**

**1:00 pm – 3:00 pm (ET)**

This conference will address assistive and universally-designed instructional technologies to support students with special needs being educated in general and special education classes. The presenters will focus on the use of new and developing technologies that support the educational participation and achievement of students with disabilities and will address established, proven technologies as well. Strategies for collaborative problem identification and solutions will be featured.

**Presenters:**           **Joy Zabala, M.Ed.**  
                                 **Assistive Technology Professional Developer and Consultant**

**Skip Stahl, M.S.**  
                                 **Director of Technical Assistance**  
                                 **Center for Applied Special Technology (CAST)**

## ABOUT THE PRESENTERS...

### W. DAVID TILLY III, PH.D.

W. David Tilly currently serves as coordinator of assessment services for Heartland, IO AEA 11. Heartland serves 55 public school districts and 36 accredited nonpublic schools. Prior to joining Heartland AEA, Dr. Tilly was a consultant for assessment, research and innovation at the Iowa Department of Education. Of particular note has been his work with Iowa's Renewed Service Delivery System (RSDS) which foundationally changed the way that special education is conceptualized and delivered in Iowa. Dr. Tilly was principal investigator and primary author of Data Driven Leadership, a grant from the Iowa Department of Education. In this role, he helped develop a 4-day curriculum on Data-Based Decision Making that all school administrators in Iowa participated in throughout the 3 years of the grant. Additionally, Dr. Tilly helped write and implement Iowa's State Improvement grant from the Office of Special Education Programs, Iowa's Success4 grant (supporting social, emotional and behavioral development of all students in Iowa schools), and Iowa Special Education Effectiveness-Results – a process that captures important special education results for all special education students.

Dr. Tilly is a school psychologist by training. He completed his graduate work at the University of Oregon. Since that time, he has worked as a practicing psychologist, a university trainer at Iowa State University, a state department of education consultant and an administrator. He works regularly with states, school districts, federal offices and national organizations on improving educational results for all children. He is also the author or coauthor of 24 published journal articles, book chapters or books, mostly focused on education innovation, systems change and improving educational results. His research and policy interests relate to supporting educational innovation in practice and improving educational results for all children.

### JOHN WOODWARD, PH.D.

John Woodward currently holds the position of distinguished professor at the University of Puget Sound in the School of Education. He received his bachelor's degree in philosophy from Pomona College in Claremont, California in 1973. He obtained a masters degree in special education from the University of Oregon in 1977. Woodward taught special education for five years at the elementary and secondary level in Alaska before returning to the University of Oregon to obtain a doctorate in 1985. From 1985 to 1992, he conducted post-doctoral work at the University of Oregon and eventually, he co-directed a non profit research institute in Eugene. His research over this period of time involved bilingual education, instructional interventions for inner city students, technology-based instruction in math and science and models of professional development.

In 1992, Woodward joined the faculty in the School of Education at the University of Puget Sound, where he has continued to conduct federally funded research in the area of mathematics education for academically low achieving students. He has conducted math research and developed curricular materials for the US Department of Education, Office of Special Education Programs for the last 15 years. One of his most recent projects funded by the US Department of Education was the REACH Institute. This was a collaborative, five-year program of research that examined methods for helping students with disabilities succeed in standards-based instruction in grades 4 through 8. Woodward and his colleagues were responsible for the mathematics component of the research.

Woodward has co-authored four technology-based instructional programs for academically low achieving students. He is currently the co-author of *Transitional Mathematics* and *Fact Fluency and More!* These print programs are designed to meet the needs of academically low achieving students in the late elementary and middle grades. *Fact Fluency and More!* has been used in elementary schools in conjunction with reform-based math programs as a way of helping all students master their facts. Woodward has published more than 75 articles in professional journals, and he has presented on issues in mathematics education in the US, Canada, Australia and Japan.

## RACHEL QUENEMOEN

Rachel Quenemoen is the technical assistance team leader for the National Center on Educational Outcomes (NCEO), an Office of Special Education Programs OSEP-funded technical assistance and dissemination center. NCEO conducts research and provides technical assistance and leadership to states and districts as they implement inclusive assessment and accountability systems, specifically including students with disabilities. Ms. Quenemoen has worked for 25 years as an educational sociologist focused on 'research to practice' efforts. She has been a multi-district cooperative administrator in both general and special education and for the last 10 years has worked at the state and national levels on educational change processes and reform efforts related to standards-based reform and students with disabilities, building consensus and capacity among practitioners and policymakers. Her current research and technical assistance priorities include alternate assessment of students with significant disabilities and research focused on the causes of and solutions for "gap" issues.

## STEVAN J. KUKIC, PH.D.

Steve Kukic is Vice President of Professional Support and Sales for Sopris West Educational Services, a company specializing in reaching the tough to teach with proven and practical products, programs, professional development and consultation. He is the current chair of the Professional Advisory Board for the National Center for Learning Disabilities. He worked for two years as an independent consultant, primarily with Franklin Covey Company's Education Division, facilitating the use of principles based on *7 Habits of Highly Effective People* with individuals and organizations. Before that, he was Director for At Risk and Special Education for the Utah State Office of Education for 11 years, providing leadership for state and federal programs for these children and youth in need. Dr. Kukic was President of the National Association of State Directors of Special Education during 1991 and 1992 and for five years prior to that, he directed a statewide center for technical assistance related to the education of students with disabilities.

Dr. Kukic is the author of more than 90 articles, chapters, newspaper columns, and books. He has a Ph.D. from the University of Utah in School Administration and earned his M.A. in School Psychology and B.A. in Psychology at UCLA.

## JOY ZABALA, M.ED.

Joy Zabala is a professional developer and consultant who provides assistive technology and leadership support to school communities, universities, professional associations and individuals across the nation and abroad. She was a general educator for more than 10 years before becoming involved with special education and technology over 20 years ago.

Ms. Zabala is the developer of the SETT Framework, a collaborative problem-identification and solution-seeking model for students, parents, and multi-disciplinary professionals. She is a founding member of the QIAT Consortium, a grassroots national group which has developed Quality Indicators for Assistive Technology Services and serves as the facilitator of the QIAT List (<http://www.qiat.org>), which has more than 850 international participants.

Ms. Zabala is a faculty associate at Johns Hopkins University, an online mentor for the Commonwealth Center for Instructional Technology and Learning at the University of Kentucky and a researcher with the ATSTAR Project at Knowbility, Inc., in Austin, Texas. She serves on the advisory boards of several national projects including the National Assistive Technology Research Institute at the University of Kentucky and the Assistive Technology Outcomes Measures System at the University of Wisconsin - Milwaukee.

Ms. Zabala is the president-elect of the Technology and Media (TAM) Division of the Council for Exceptional Children (CEC) and represents TAM on the Organizational Board of the European Schools Project. She is also co-chair of the Technology Desk of DICES, the international division of CEC.

A native of Daytona Beach, Florida, Ms. Zabala holds a Bachelor of Education from the University of Florida, a Master of Education from Florida Atlantic University and has completed additional graduate studies in language acquisition, special education and technology. She is doctoral candidate in the use of distance media for special education personnel preparation and leadership at the University of Kentucky. Joy lives in Lake Jackson, Texas.

## **SKIP STAHL, M.S.**

Skip Stahl is one of the founders of CAST, the Center for Applied Special Technology in Wakefield, Massachusetts and currently serves as CAST's Director of Technical Assistance. He has extensive experience providing leadership in the application of universal design to instructional practice in both K – 12 and postsecondary settings. Mr. Stahl directs CAST's *Universal Learning Center*, an initiative implementing the transformation of K -12 textbooks into specialized accessible formats for students with print disabilities. He has consulted with software and curriculum publishers in accessible product design and is the featured presenter in the video "Skip Stahl on Technology and Students with Special Needs," one of the five-part award-winning series, "Technology in Today's Classrooms" produced by Canter & Associates.

Mr. Stahl chaired the National File Format Technical Panel for the US Department of Education and led the consensus-building to identify the *National Instructional Materials Accessibility Standard*. He is the author of more than twenty articles published in peer-reviewed, popular and trade publications and he contributes a regular technology column to *Counterpoint*, a publication of the National Association of Directors of Special Education (NASDSE). He is a consultant to a number of national elementary, secondary and higher education initiatives focused on universal design for learning. He received a B.A. in English Literature and an M.S. from Bank Street College of Education.

## **LANA MICHELSON**

Lana Michelson is the Chief of the Bureau of Children, Families, and Community Services. In that capacity, she serves as the state director of special education for the Iowa Department of Education. Prior to her work at the Department, she was a staff development consultant for Drake University. As a staff development consultant, she has provided leadership and technical assistance in the area of problem solving and implementation of an integrated service delivery system. Ms. Michelson has provided leadership in the state in training and technical assistance in functional assessment, progress monitoring, and teaching strategies.